

**1st Grade Social Studies
The TEKS Explained
2009-2010**

Fourth Nine Weeks March 22 - June 3 (52 days)

Week 1: Eleanor Roosevelt

TEKS 12B

- Identify ways Eleanor Roosevelt showed good citizenship
 - helped the poor
 - worked to get equal rights for all people
 - known for her honesty
 - First Lady to President Franklin D. Roosevelt

 - See pages 222-223 in the social studies textbook.

 - *Go to gptv (elementary, social studies) to watch a 22-minute video about Eleanor Roosevelt.*

- IFA 56-57
- CharEd IFA 134

Use the pictures on the following page to help students identify ways Eleanor Roosevelt was a good citizen.

1



Franklin D. Roosevelt Library

Visiting a school in Japan

2



Franklin D. Roosevelt Library

Listening to a child

3



Franklin D. Roosevelt Library

Feeding the poor

4



Franklin D. Roosevelt Library

Helping her husband

5



Franklin D. Roosevelt Library

Visiting soldiers in a hospital

6



Taking care of her children

Weeks 2 and 3: Types of Communities

TEKS 6ABC

- Understand and be able to compare different kinds of communities (such as urban, suburban, and rural communities)
 - Know ways they are alike ways they are different
 - Know in which kind of community you live
 - What kind of community is Houston?

- Identify and describe the various physical and human characteristics of places, such as:
 - types of houses
 - other buildings
 - types of businesses
 - ways of earning a living (jobs)
 - land and ways people use the land
 - amount of space
 - relative location
 - natural resources

- Identify pictures of urban, suburban, and rural communities

- Draw pictures of urban, suburban, and rural communities

- Books to read to students:
 - *The Little House* by Virginia Lee Burton
 - *Town Mouse Country Mouse* by Jan Brett
 - *Ox-Cart Man* by Donald Hall

- IFA C1-C8, 139, 144

Week 4: Goods and Services

TEKS 7ABC

- Understand the concepts of goods and services (See pictures and text on p108-109.)
 - goods: things people make or grow
 - services: jobs that people do to help others

- Identify examples of goods and services in the home, school, and community
 - Name specific goods that are found in the home, school, and community.
 - Identify pictures that show goods and pictures that show services.
 - Sort pictures into two categories: those that show goods and those that show services.
 - Sort pictures into three categories: those that show goods and services found in the home; those that show goods and services found at school; and those that show goods and services found in the community.

- Identify ways people exchange goods and services
 - Understand meaning of exchange: give something and get something
 - Understand that people pay for goods and services; most of the time they exchange money for the goods and services they receive.

- IFA 130-133, 146-147, 153

**Week 5: San Jacinto Day
Earth Day**

TEKS 1A, 2A
TEKS 2A, 6B

San Jacinto Day

Refer to Lesson 7 of the Texas Unit - Sam Houston: Texas Leader and Hero and Lesson 8 - Comparing Stephen F. Austin and Sam Houston.

- Understand and describe the origin and significance of the celebration of San Jacinto Day.
 - a celebration of the Battle of San Jacinto on April 21, 1836
 - the final battle of the Texas Revolution where Texas won its independence from Mexico
 - an official holiday in Texas
 - The San Jacinto Monument is built near the site of the battle - in Harris County near the cities of Baytown and La Porte.
- Identify contributions of Sam Houston and describe how he influenced the community, state, and nation.
 - helped Texas win independence from Mexico
 - commander of the Texan army during the Texas Revolution
 - led the soldiers to victory at the Battle of San Jacinto - the final battle of the Texas Revolution
- IFA 149, 152

Earth Day

- Understand and describe the origin and significance of the celebration of Earth Day.
 - Earth Day is celebrated on April 22.
 - Earth Day began in 1970.
 - It is a day to think about our planet and our environment and what we can do to take care of them and keep them healthy.
 - For the history of Earth Day and many activities and crafts for kids, check out the following website: www.kaboose.com and go to the Kids Domain.
- IFA 155

Week 6: Natural Resources

TEKS 6AB

- Identify and describe the physical characteristics of places such as natural resources.
- Identify examples of and uses for natural resources.
 - natural resources - useful materials that come from the earth including trees, minerals, soil, water, and fuels such as oil and gas
- Read several books to students so that they will be able to identify and give examples of natural resources, ways we use them, and how to take care of them.
 - Books to read to the students:
 - ✓ *The Giving Tree* by Shel Silverstein
 - ✓ *Just a Dream* by Chris Van Allsburg
 - ✓ *The Great Kapok Tree* by Lynne Cherry
 - ✓ *Ox-Cart Man* by Donald Hall
 - ✓ *The Wump World* by Bill Peet
- IFA 154, 156, 162

**Week 7: Cinco de Mayo
Mothers Day**

TEKS 2A
TEKS 2A

Cinco de Mayo

- Understand and describe the origin and significance of the celebration of Cinco de Mayo.
 - Cinco de Mayo is Spanish for the "Fifth of May."
 - It is NOT Mexican Independence Day.
 - On May 5, 1862, a small Mexican army led by General Zaragoza defeated a French army twice its size at Puebla, Mexico, 100 miles east of Mexico City.
 - Read more about this at www.vivacincodemayo.org/history.htm
- Create visual and written material (pertaining to the celebration of Cinco de Mayo).
- IFA 158-160

Mothers Day

- Understand and describe the origin and significance of the celebration of Mothers Day.
 - second Sunday in May
 - a day to honor and pay tribute to mothers
 - became a national holiday in the United States in 1914
- Create visual and written material (pertaining to the celebration of Mother's Day).
- IFA 148

- Identify ways Cesar Chavez showed good citizenship
- **Background Information:**
 - Cesar Estrada Chavez (March 31, 1927-April 23, 1993)
 - Born in Arizona and later moved to California
 - His parents became migrant farm workers after losing their family farm and store.
 - After graduating from 8th grade, he started working in the fields to help support his family.
 - Served in the US Navy in World War II
 - Married and had 8 children
 - In 1962, he organized a group to help migrant farm workers improve their working conditions.
 - Wanted to increase wages and improve working conditions and safety of farm workers
 - Dedicated his life to fight for the rights of migrant farm workers
 - Used non-violent methods
 - Organized strikes against growers
 - Planned boycotts of agricultural products (lettuce and grapes)
 - Worked to convince law-makers to write fair laws
 - Started a union - now called the United Farm Workers - that works to improve the working conditions, safety, and salary of migrant farm workers
 - Cesar Chavez died in 1993; in 1994 he was awarded the Presidential Medal of Freedom by President Bill Clinton.
- Understand concept of migrant farm workers: people who do farm labor, moving from town to town as work is needed
 - It is difficult work that pays very little and can be dangerous due to the use of pesticides (chemicals that kill insects and can hurt people).
- Compare Cesar Chavez and Martin Luther King, Jr.
- Read *Harvesting Hope: The Story of Cesar Chavez* to the students.
- IFA 167

Weeks 9 and 10: Folktales, Legends, and Fables

TEKS 15B, 17CD

- Read stories from selected folktales and legends such as Aesop's fables.
 - Check out these websites for tons of Aesop's fables.
 - ✓ www.aesopfables.com
 - ✓ www.planetpdr.com/planetpdf/pdfs/free_ebooks/Aesops_Fables_NT.pdf
 - ✓ www.pubwire.com/DownloadDocs/AFABLES.PDF
- Identify main ideas of folktales and fables.
 - Students should be able to write a sentence or draw a picture to show the main idea of fables.
- Sequence information found in folktales and fables.
 - Students should be able to sequence events in fables in words and pictures.
- IFA 163-166, 168-170